**Lesson Plan Format**

**Teacher Candidate: Chad Wadsworth**

**Grade Level: 1st Grade**

**Date of lesson: October 30, 2015**

**Content Standards:**

Civics and Government

2SS1: Students will explain why communities have government and laws, and identify ways that people work together to promote civic ideals.

2SS1.a: Explain why it is necessary for the community to have government.

2SS1.b: Explain the roles people in the community have in making and changing laws.

Individuals, culture and society

2SS4: Students understand how the actions and integrity of individuals change the ways in which people in society work and live together

**Learner Background:**

The students in the second grade class have gained little to no knowledge and understanding of why a community has a government and laws. This will be the first time the students will explore the concept of Governments and laws in a community in a school setting.

**Student Learning Objective(s):**

* The student will be able to define what a community is.
* The students will understand the rights and roles of the citizens in their community.
* The student will discuss different aspects of their community (family, neighborhood, school).
* The student will create a brochure for their chosen community.

**Assessment:**

The students will be assed with both a formative assessment and a summative assessment. For the formative assessment, the teacher will be looking for the students to grasp the meaning of community through participation in class. The teacher will ask questions, and check the student’s participation through out individual work and group work. The summative assessment will be the brochure. The brochure will be graded for content knowledge through a rubric.

**Materials/Resources:**

1. Primary source of posters or pictures of examples of communities/Governments (family pictures, school pictures, posters of cities etc.),
2. Brochures for community and government laws
3. Construction paper
4. Crayons
5. Markers
6. Glue
7. Scissors
8. Pencil
9. Sample brochure that I made.
10. Add rubric and sources

**Teaching Model/Strategy**

Accurately names model/strategy; Explains **WHY** this model/strategy is chosen for these learners; Explains **how** model/strategy lends itself to learning this content, these skills and/or dispositions.

**Learning Activities:**

**Initiation:**

Discuss with the class what they think a community is. Talk about the different communities the children are a part of. These could be school, family, city, neighborhoods etc. Write the different communities the children think of on large paper or the chalkboard. Explain to the students how different communities have different government and laws, and that they will be exploring multiple communities to compare and contrast the different communities they live in.

**Lesson Development:**

Show the children the primary sources of posters, pictures and brochures of example communities and different governments. Tell them that they are going to make a brochure for a community they are a part of. They should be told again what a community is. Point out significant parts of the posters, pictures and brochures that you brought in to show as examples. They can use the construction paper to fold it into thirds to make a brochure. Tell the students that they can pick a community they are a part of and create a brochure for that community. For example, if they want to create a ‘family community’ brochure, they may want to draw pictures of their family or write what their family does together, or what their family means to them.

Add more!

**Closure:**

After the children are finished creating their community brochure with the right content inside, have them show their creations. Ask why they chose that particular community/government roles. Tell them to go home to their family community and share their creation.

**Individuals Needing Differentiated Instruction:** Describe 1 to 3 students with identified instructional needs. (These students may be special or general education students and need not be the same students for each lesson. Students may represent a range of ability and/or achievement levels.)

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| --- | --- | --- |
| Student Name | 1. What is the student’s identified instructional need? 2. What evidence do you have that this is an instructional need? | Describe strategy for differentiating instruction **in this lesson** to meet this need. |
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**Reflection on Practice:**

**Student Achievement:**

Specifically analyzes student learning ***for each SLO***. *What differences do you notice in the performance of individual students?* Note needs or opportunities for reteaching or enrichment for specific learners.

**Teacher Efficacy:** (Evaluation and Assessment of *one’s own teaching*): Examines/explains impact of personal teaching practice by responding to following:

1) What worked well and why?

2) What did not work well and why?

3) What actions will be taken now which are: a*) immediate* **and** b) *long range*?

4) Briefly describes ONE *reasonable* ***alternative approach*** that could be used to achieve these same SLOs?